DOCUMENT RESUME

ED 263 062 SP 026 666

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TITLE From Student to Teacher. A Handbook for Student Teaching. Practicum Guidelines for Student Teachers, Master Teachers, Administrators, College Supervisors.
INSTITUTION Whitworth Coll., Spokane, Wash.
PUB DATE 85
NOTE 46p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Higher Education; Master Teachers; *Preservice Teacher Education; Principals; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Responsibility; *Teacher Role
IDENTIFIERS Whitworth College WA

ABSTRACT

This manual presents guidelines for individuals involved in the student teacher practicum-- student teachers, master teachers, administrators, and college supervisors. The objectives of the student teaching program at Whitworth College (Washington) are stated, and the qualifications, roles, and responsibilities of student teachers are described. Also described are the qualifications and responsibilities of master teachers, college supervisors, the director of student teaching, and the cooperating principal. Policies, procedures, and criteria for successful completion of the student teaching practicum are presented. Appended to the manual are: (1) an application for student teaching; (2) a sample student teaching progress report; and (3) coooperating teacher and student teacher guidelines for the elementary, secondary and special education levels. (CB)

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FROM STUDENT

TO TEACHER

A Handbook For Student Teaching

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FROM STUDENT TO TEACHER

PRACTICUM GUIDELINES

FOR

STUDENT TEACHERS

MASTER TEACHERS

ADMINISTRATORS

COLLEGE SUPERVISORS

prepared by

Doris K. Liebert
Director of Student Teaching

Whitworth College
Spokane, Washington
1985

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INTRODUCTION

This manual has been prepared to serve as a basic guide for the partners in a student teaching program - the student teacher, the master teacher, the college supervisor and the building administrator. It is not intended to be a comprehensive master plan for guiding student teachers, but will be useful as a source of information and general reference.

The purpose of this manual is to:

1. State the objectives of the student teaching program;
2. Describe the qualifications, roles and responsibilities of student teachers;
3. Describe the qualifications, and responsibilities of master teachers;
4. Describe the qualifications and responsibilities of college supervisors;
5. Describe the responsibilities of the director of student teaching;
6. Describe the responsibilities of the cooperating principal;
7. State policies, procedures and criteria for successful completion of student teaching.

I. THE STUDENT TEACHER

BACKGROUND

Whitworth students apply to student teach during their senior year after completing professional education courses and major area requirements. Candidates have at least a 2.5 GPA and must be recommended by their academic department in order to be interviewed by the Education Department for field placement. The student information sheet, available to the master teacher, lists the specific courses a student has completed as well as other relevant personal biographical information (see Appendix A). A score of at least 70% is required on the Basic Math and English skills test, and a combined raw score of 80 on the WPCT. All students will have completed at least two different field-based practicum experiences with children before student teaching. Education students are also strongly encouraged to create their own experiences with young people - as camp counselors, volunteer aides, or church school teachers. Most Whitworth students will have had at least one opportunity to live and learn in another culture. As a result of these varied experiences, students are ready to assume teaching responsibilities after a brief orientation/observation period.

PURPOSE

According to James B.Conant (1963), field experience is the

most important element in professional education. The only realistic laboratory for the translation of theory into practice is the public school setting. Student teaching is the first step on the career ladder. One foot is firmly planted on the first rung of the teaching ladder, and the supporting foot is still in the student world. Thus, student teaching is a transitional experience aimed at developing initial teaching competence.
It provides the student with the opportunity for observation and teaching in a realistic, yet supportive environment.

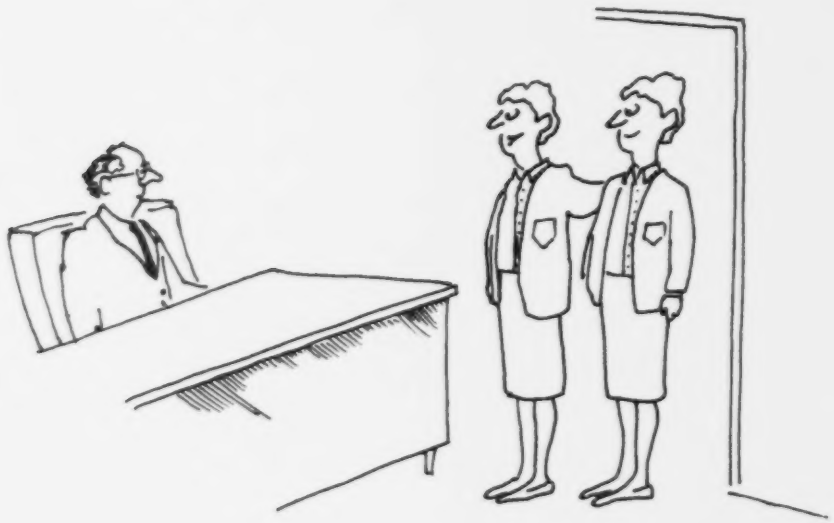
RESPONSIBILITIES

Student teachers are expected to assume the role and responsibilities of the classroom teacher, planning, organizing, managing, teaching, evaluating, and conferring. Participation in faculty professional and social functions is encouraged. Students with appropriate skills or experience may volunteer to coach or advise extra-curricular activities. Teachers have a right to expect students who are enthusiastic, responsive and well-prepared. Other specific responsibilities include:

- Dressing appropriately according to school standards;
- Reporting absences to Master Teacher and College Supervisor (prolonged absence will jeopardize one's grade);
- Keeping the same hours as the Master Teacher;
- Assisting in housekeeping duties and routine procedures;
- Grading papers, putting up bulletin boards;
- Acquiring pertinent information about students and keeping

it confidential;

- Taking initiative in seeking help from master teacher;
- Becoming acquainted with school personnel and their functions (speech therapist, resource room teacher, specialists);
- Learning and carrying out school policies and procedures (see District/School Handbook for school employees);
- Keeping outside involvements to a minimum;
- Developing professional relationships with other faculty



"I'd like you to meet my student teacher."

PLACEMENT

Applicants for student teaching are considered individually

and compatibility factors influence placement. The Director of Student Teaching attempts to place students in settings that are congruent with their background, personality, philosophy and training. Research indicates the necessity of this congruence if there is to be long-term impact by the master teacher (Copeland, 1972).

Two or more students will generally be assigned to each building. The clustering of student teachers enhances opportunities for support, reinforcement and reflection, as suggested by MacNaughton, Johns, & Rogus (1982). As Schwartz's (1971) study suggests, "students perceive more of their problems and interests as common to the problems and interests of their fellow cluster group". The group can help form a support system, rather than the master teacher carrying the total responsibility. The length of the elementary, secondary and special education practicum is ten weeks, preceded by a five week course on campus. Since student teaching is the capstone of the education sequence at Whitworth, it is essential that the practicum location be near the college in order to be supervised adequately by department faculty.

OBSERVATION

The primary purpose of observation is to improve the student's instructional capacities. Observation and analysis of the master teacher's techniques are critical if the student is to develop a basis for his or her own teaching strategies. Obser-

vations of other teachers, both at the same and different grade levels (or even other subject areas at the secondary level) are encouraged. A variety of observational experiences will present a more realistic picture of the teaching profession. A technique which merits exploration is the concept of peer observation and supervision. Lang (1975), points out that "such observations have obvious implications for peer support in a less threatening relationship than the usual supervisor-student arrangement." Studies by Gallagher, Romano, Sunflower,& Shepherd,(1983) and Olsen, Barbour, & Michalak, (1971) reinforce the validity of the peer observation mode. Students can learn a great deal from watching and analyzing each other's instruction.

Another purpose for observation is to discern the varying forms of student behaviors, when they occur and how they enhance or distract learning. Individual students may be studied for their reactions and responses.

PLANNING

Master teachers can expect the student teacher to plan both long-range goals and daily lesson plans. Several units, which include lesson plans, will have been prepared in on-campus course work.

Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which the student teacher is responsible must be based on a formal, intentionally prepared plan. While the Education Department does

not subscribe to any one specific plan format, its faculty does believe that all lesson plans will include objectives, appropriate activities for teacher & students, evaluation and materials. All plans should be submitted to the master teacher for pre-analysis before they are taught. No instruction should be permitted for which adequate pre-planning is not in evidence.

Student teachers require appropriate input from their mentor for advance planning to be comprehensive. Students need to know when they are expected to teach specific lessons and also must be informed about the content (scope and sequence) to be addressed. It is helpful to the inductee if he or she has been made aware of the resources available in the school and community to enrich the learning experiences. Student teachers can then be expected to take initiative in planning creative lessons for their classes.

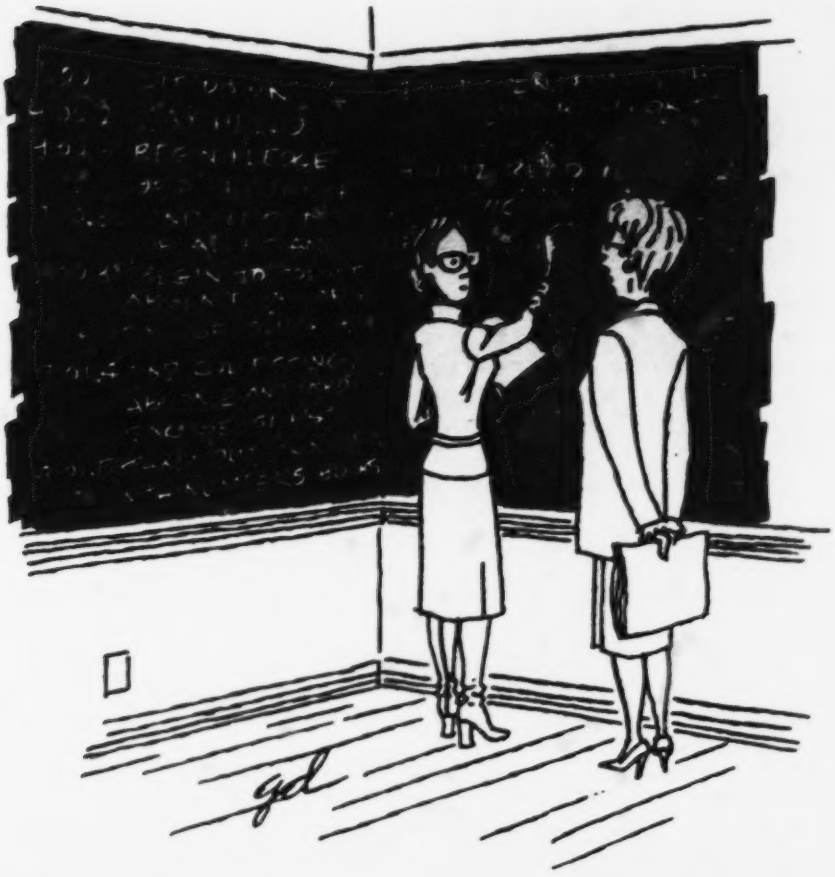
Effective planning will be:

- purposeful rather than incidental;
- pre-planned rather than last-minute
- cognizant of instructional and safety interests;
- a basis for analysis and evaluation of instruction.

Basic components of lesson plans are:

1. objectives (or aims, purposes or competencies)
   which state exactly what is to be accomplished,
   what are the facts, skills, concepts, attitudes
   and appreciations that relate to the content;

2. activities - outline of content to be taught and how it is to be taught (chronological order and time allocation);
3. materials - separate lists for those needed by teacher and those needed by students;
4. evaluation- describes how to determine if original objectives have been reached. Evaluation activities can be classed as formal (tests, quizzes, homework) or informal (questioning, teacher observation).



"And then, of course, there's the possibility of being just the slightest bit too organized."

Used by permission of Glen Dines and Phi Delta Kappan

Plans will necessarily be comprehensive and detailed during the first weeks of the practicum, and can be abbreviated as the student gains more confidence. However, planning during student teaching should never evolve to merely filling in the spaces in the "Teacher's Plan Book".

TEACHING

Induction into instruction is best accomplished by using the team approach. This gradual assumption of responsibility while sharing instruction and management with the master teacher provides a smooth transition for both the student teacher and pupils.

Initially, the student teacher will imitate the teaching style of the mentor; however, eventually personal preferences for practices and procedures will emerge. Students set very high standards for their instruction and become discouraged when their attempts are not successful. Gradual improvement and analysis of instruction are the goals here, not expertise. As inferred by McIntyre (cited in Encyclopedia of Educational Research, 5th edition), students do not become good teachers by merely teaching. While acquiring teaching skills, students must have opportunities to develop personal perspectives on teaching without becoming replicas of their teachers. They must step back from their teaching and analyze its effectiveness; otherwise they become technicians, mindlessly imitating teaching behaviors.

EVALUATION

Formal evaluation occurs twice during the practicum. The form used for the mid-point evaluation is the same as the one used during the final evaluation (see Appendix B). This document is the basis for the three-way conference between the student teacher, master teacher and college supervisor. At the conclusion of the experience, the master teacher and supervisor will, at the student's request, submit written evaluations to the Teacher Placement Office. Students are graded on a Pass/Fail basis.

Informal evaluations should be continuous and specific. If growth is to take place, students need to know their strengths and weaknesses. Positive reinforcement must be given to maintain those teaching behaviors which enhance learning. Helping the student analyze why goals were not achieved is crucial to the development of teaching expertise.

The most common reason for student teacher failure is ineffective classroom management, according to Joyce, Yarger, Harbeck and Kluwin, (cited in Encyclopedia of Educational Research, 5th edition). Current trends in evaluation include scrutiny by more evaluators, less emphasis on personal attributes and pass/fail grading, according to a study by Smith (cited in Encyclopedia of Educational Research, 5th edition).

"If the teachers are going to use assertive discipline, I guess we'll have to use assertive misbehavior."

Used by permission of Martha F. Campbell and Phi Delta Kappan

SEMINARS

All student teachers are required to attend the scheduled, on-campus seminars. Seminar activities include discussion of general problems encountered in the student teacher role, review of management strategies and reflection on attitudes toward young people and toward educational practices in general. It also provides a forum for the discussion of alternative teaching strategies. (Henry & Beasley, 1980).

As students share their concerns, a mutual sense of support and empathy becomes characteristic of the sessions. Individual feelings of inadequacy and insecurity are validated by the group, and it is encouraging to find they are not unique.

DEVELOPMENTAL STAGES

Students move through their practicum in predictable stages. Research indicates that 70 percent experience considerable psychological discomfort at the beginning and 20 percent report that it continues throughout student teaching, (Aspy, 1969). Aspy shows that Maslow's hierarchy of human needs (physiological, safety, love and belongingness, self-esteem, and self-actualization), is useful in understanding the student teaching experience. Basic needs must be satisfied before higher needs can be addressed. Therefore, an anxious student teacher may be operating at the safety level while being asked to give to others. The student is in a coping mode rather than a growth mode. It may be beneficial for the master teacher and college supervisor to determine the level at which the student is operating and to relate at that level. Numerous field experiences prior to student teaching should assure the student that survival in the classroom is possible during student teaching. The next level, love and belongingness can be addressed by the accessibility and encouragement of both the master teacher and supervisor. Knowing that significant others care about their success enables the student to move to a higher level of competence and self-esteem.

Studies indicate that students pass through six phases during their practicum. (Caruso, 1977).

Phase 1 (week 1)

Anxiety/Euphoria This is the uneasy entry period where

students question their acceptance by the teacher and the class. It is also during this week that the student sets unrealistically high standards for their own performance.

Phase II (week 2,3)

Confusion/Clarity After being assigned responsibility for a small segment of the curriculum, the student asks; "How long should the lesson take?" "How much material should I prepare?" "What if they don't listen to me?". Also, the student is faced with the uncertainty of when to "step in" and act, perhaps to settle a dispute or grant permission for a child to leave the room. It is at this time that they begin to question how they will meet all the requirements of the school, teacher and college supervisor. According to Caruso, "Students learn to deal effectively with small pieces of the vast puzzle by exploring a few teaching methods and materials and getting to know several children well." About the third week, pupils begin to test the rules and seriousness of the "new" teacher. Student teachers tend to interpret this acting out and defiant behavior as an affront to them personally. "They used to be so sweet, why are they so mean to me now?"

Phase III (week 4,5)

Competence/Inadequacy During this vulnerable phase, the cooperating teacher and college supervisor play crucial roles in helping the student on the way to self-confidence.

As Caruso observes;

> Positive reinforcement emphasizing those aspects of teaching performance that are well done will provide a basic foundation for building competence. Student teaching seminars are critical at this point in that they provide an opportunity for the student teacher to realize that other preservice teachers are also struggling with being 'authority figures.' There is a tremendous need to be kind and loving and a distaste for disciplining. Incidents relating to control, lessons that fall flat, a conference with the supervisor that deals with critical issues, all chip away at the student's sense of competence.

Phase IV (Week 6,7)

Criticism/New Awareness This is the critical period of student teaching. Up to this point there has been considerable self-absorption and concern with lessons, but now the emphasis shifts to the students. The full-time schedule begins at the end of this phase and the student teacher is somewhat overwhelmed with the amount of preparation, planning, maintenance, record-keeping, and evaluating, in addition to the amount of emotional and physical energy required to be flexible to meet everyone's needs. Also, it appears at this point that a student's frustration level is in direct proportion to his or her competence level. Statements such as, "If only this were my classroom..." or "I wish I had the freedom to..." are common. They begin to find fault with the way the teacher does things and also begin to evaluate themselves with perception. A move toward professional self-identity is the result of this difficult transitional phase.

Phase V (week 8,9)

More Confidence/Greater Inadequacy The feelings of confidence and inadequacy which accompany this phase are at a different level than during Phase III. Survival is no longer a question, however, they are continually frustrated because they are unable to meet the standards of perfection that they established during phase I. Something unexpected always occurs to spoil a potentially superb lesson!

Phase VI (week 10)

Loss/Relief Imminent separation from individuals with whom the student has been associated for several weeks causes concern. The student teacher phases out and the master teacher begins to take back classes, and the student once again has the opportunity to observe lessons in their own and other classrooms. There is a sense of loss in detachment from students, and often a sense of guilt for not accomplishing all that was possible. However, the greatest anxiety at this point is the reentry to campus life or the immediate search for employment.

It is clear that the student is in a state of stress and upheaval during this period of professional growth. While trying to gain a sense of emotional equilibrium and developing the necessary teaching skills for survival, the student teacher is under constant scrutiny by master teacher and supervisor. The

strain can erode the trainee's sense of confidence and competence. Furthermore, the very students they are trying to teach are perceived as barriers in the way of their achieving acceptable recommendations. These feelings would explain Villeme and Hall's (1975) finding that student teachers' attitudes seemed to become more custodial and negative during student teaching. Fortunately, other studies disagree. Sacks and Harrington's study (cited in McIntyre, 1983) indicates that student teachers are more concerned for the emotional needs of their pupils than for classroom control by the end of their practicum.

That teacher morale directly affects student morale is a commonly held assumption. However, only recently has research focused on the relationship of morale and student teaching success. (Morris, Chissom, Seaman and Tooke, 1980).

> Problems began to occur during the third week and increase significantly during weeks four through nine. The problems ... have to do with student achievement, time, instructional methods, classroom management, planning, physical fatigue, lack of rapport with supervisors and personal problems. This is also the time when student teachers most frequently question their decision to enter teaching, or are advised to withdraw because of poor performance. This analysis substantiates the existence of a <u>critical period</u> (weeks four-nine) in the student teaching process. High morale is not a result of few or no problems in the student teaching environment.The opposite seems to be true. It appears that problems successfully handled, produce high morale and vice versa.

Clearly, the challenge of successfully facing a real classroom is the most significant ingredient in building student teacher confidence.

II. MASTER TEACHERS

It can be inferred from research studies such as Miller's (cited in Encyclopedia of Educational Research, 5th edition) that the most effective classroom teachers make the most effective master teachers. (Miller, 1980). The master teacher is both model and mentor to the inductee. As a model, the experienced teacher displays those teaching behaviors that demonstrate to the student teacher effective ways of interacting with pupils. As a mentor, the master teacher will take personal responsibility for the protegee's success, acting as guide, facilitator and encourager. Master teachers influence the teaching confidence of the students they supervise, and gaining confidence is a pre-requisite for a successful student teaching experience, according to Cruickshank and Kennedy (1977).

A broad definition of the master teacher's job, suggested by Copas (1984) follows:

> The job of the cooperating teacher is to help the student teacher develop a deep and meaningful concept of teaching, to help the student teacher analyze the many facets of teaching, to provide the student teacher with sources and resources, and to encourage the student teacher's unique teaching behavior.

"Rough day! We broke in a new teacher."

Used by permission of Goddard Sherman and Phi Delta Kappan

SELECTION

Selection of master teachers is significant because of their impact on the future teaching behaviors of the student teachers with whom they work. Qualified, capable teachers, who wish to assume the responsibilities of guiding a student teacher, are selected by personnel staff or principals, with reference to the following criteria:

- has at least 2 yrs. of successful teaching experience;
- is recognized as an above-average teacher who can serve as a model for handling both content and students;
- shows concern, care and enthusiasm for working with students;

- is interested in working with an individual student teacher and with the college's Teacher Education Program and sees it as another arena for teaching;
- has the interpersonal skills to communicate effectively with student teachers and college supervisors in offering evaluation and support;
- is willing to share information and materials, and to allow the student teacher to assume the position of lead teacher for a minimum of three weeks during the internship;

ORIENTATION

The master teacher should orient and prepare students for the arrival of the student teacher. A desk or work space equipped with appropriate curriculum guides, materials and supplies is important. It is helpful to the student to have some information on the community, staff and students. Access to cumulative records and other student data should be discussed. The student should be introduced to other faculty and building personnel. Activities, such as faculty meetings, P.T.A. functions, parent conferences and in-service events can scheduled into the student teacher's calendar.

The team approach is suggested for inducting the student into the life of the classroom. This provides a less stressful transition for both the student teacher and the pupils.

The master teacher will have the opportunity to attend a

seminar on campus to orient the master teacher to the college's guidelines for effective mentoring and supervision.

PLANNING/SEQUENCING

As with induction into the classroom, planning should begin as a cooperative venture. Initially, the classroom teacher will share personal plans with the student, pointing out the sequences of instruction and given routines of each day and week. The student should be assigned the responsibility to plan and teach at least two lessons during the second week of practicum. Complete lesson plans, including objective, procedure, materials and evaluation are required for each lesson taught. The student should be encouraged to use less detailed plans only the last week of full-time teaching. All plans should be submitted to the master teacher at least two days in advance of teaching.

"First, you have to get their attention."

Used by permission of Martha F. Campbell and Phi Delta Kappan

The supervising teacher should acquaint the student with yearly plans, reviewing material that was presented prior to the practicum, as well as projecting units to be developed after the student leaves. Initially, the weekly plan book should be a cooperative planning activity, eventually becoming the responsibility of the student. During the first week of the practicum, a tentative phasing in calendar should be planned, based on the "Sample phasing in plans" (see Appendix C). Evaluative sessions in which the student teacher gains skill in judging the effectiveness of the plan should be scheduled by the teacher.

Unit plans to be prepared for specific content areas are necessarily assigned early in the practicum to allow time for adequate preparation. Each student must plan and teach at least one unit during the ten weeks. All students have had experience in preparing units and lesson plans during professional course work.

OBSERVING/CONFERRING

Initially, the student teacher spends most of the day observing the master teacher, and as the practicum progresses the roles reverse. It is helpful for the teacher to focus the observations by explaining to the student what teaching episodes will occur, and what outcomes the teacher anticipates.

A variety of observation experiences should be planned for the student, in their own grade level, (or subject) as well as others.

Formal observation of the student teacher, with precise feedback, should occur on a regular basis.

EVALUATIVE CONFERENCES

Evaluative feedback should be continuous, specific and cover all performance areas. The master teacher should schedule a formal conference weekly for the purpose of providing specific information about progress and needed change. These suggestions should be communicated to the supervisor each week.

The conference provides the opportunity for dialogue and analysis of the complex nature of teaching. The absence of conferences could result in no real reflection on teaching and in a lack of direction. Often conferences will be spontaneous, occurring briefly for a few minutes after a lesson. On other occasions the master teacher will offer written analysis of instruction and management to be presented at a pre-arranged time. The most effective analysis is that which is self-initiated. The supervisory conference encourages such endeavor.

Formal evaluations are the basis for the mid-term and final three way conference between student, teacher and supervisor. The final evaluation also includes the written recommendation for the placement file, (see Appendix D).

CATHY Cathy Guisewite
HI. WHERE IS EVERYONE?
SUE'S IN A MEETING, GRANT'S IN CONFERENCE, AND YOUR MENTOR IS HIDING IN THE MEN'S ROOM.
GET OUT OF THERE, YOU COWARD! YOU PROMISED TO RE-DISCUSS MY RAISE TODAY!
I'LL RE-DISCUSS YOUR RAISE WHEN YOU SHOW ME THE 200-PAGE REPORT YOU PROMISED LAST MONTH!
MEN
AT LAST... A PROTÉGÉE WHO REALLY FOLLOWS MY EXAMPLE!

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MODELING/GUIDING

After modeling and team teaching, the master teacher spends time analyzing instruction with the student teacher. Time spent early in the practicum assisting students in developing skills of presentation is wisely invested. Teacher assistance in encouraging discipline and control skills is also critical.

III. COLLEGE SUPERVISOR

College Supervisors are members of the Education faculty of the College. All supervisors have had public school teaching experience and graduate level preparation in the supervision of instruction and instructional strategies.

RESPONSIBILITIES

The supervisor is basically responsible to the student teacher and master teacher in facilitating the student teaching experience. The supervisor is an advocate for the student and a resource for both the student and teacher.

Weekly visits are scheduled by the supervisor with formal observation/conference sessions occurring at least six times during the practicum. During the conference, the student teacher is encouraged to analyze the lesson in reference to the teaching plan. The supervisor is available to the student and teacher should problems in communication or instruction occur.

Problems with placement or progress in the student teaching practicum that become insurmountable by the supervisor and master teacher will be referred to the director of student teaching for appropriate action.

During the sixth week of the practicum a three-way conference is planned with the master teacher, student teacher and supervisor discussing the mid-term evaluation progress report completed by the master teacher. The final evaluation updates the progress report, and the master teacher and supervisor write recommendations for the placement file. The final conference is a three-way evaluation with strong emphasis on the student teacher's reflection on personal progress.

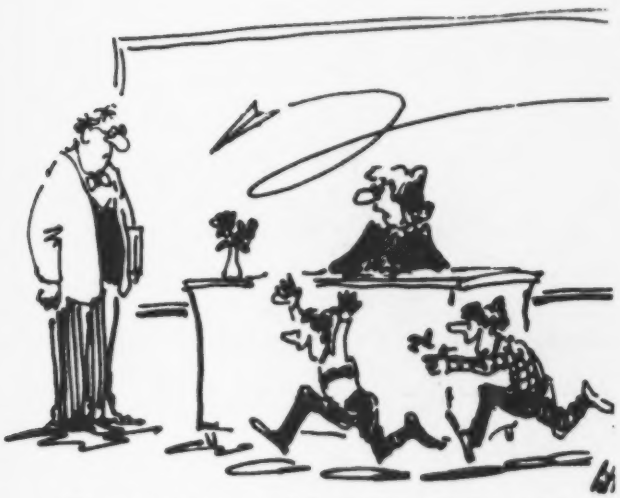
IV. DIRECTOR OF STUDENT TEACHING

It is the responsibility of the Director of Student Teaching to coordinate the student teaching program of the college with the school districts. The Director functions as a liaison between the college and the school districts and officially interprets the student teaching program.

Specific responsibilities include:

-interviewing and recommending students for student teaching;

- requesting placements for candidates in various districts, providing appropriate background information;
- directing student teaching seminars on college campus in which problems and topics of mutual interest and concern are discussed;
- intervening in specific placements when problems occur which cannot be resolved by the supervisor, master teacher and student teacher;
- reporting final grades (Pass/No Credit) to the registrar's office, based on supervisor recommendations;
- providing necessary materials and support for supervisors to carry out their responsibilities;
- planning and conducting on-campus seminars preparing master teachers for their roles and responsibilities.



"Observing a moment of silence sounds pretty good to me!"

Used by permissiion of Frank Cotham

V. PRINCIPAL

The principal, or administrator appointed to place student teachers, plays a vital role in orienting the student to the profession. A sense of awe for the "administrative role" is still pervasive in student teachers' attitudes. This feeling often produces anxiety if the administrator fails to point out the professional role of the student teacher. The awareness that they are accepted as professionals reinforces the maturity and responsibility necessary to perform adequately.

An adequate orientation to the building and district would include informing the student about school routines, requirements, faculty meetings, support services for students, and extra curricular involvements. Copies of building and

district handbooks are helpful in orienting the student teacher to the school environment.

Observing the student teacher on both a formal and informal basis is helpful to the student, especially if feedback and constructive criticism helps the teaching progress. If several student teachers are placed in the same building, occasional meetings with the group are helpful for purposes of morale building and sharing of mutual concerns. Principals are perceived as being critical to the student teacher's success, and a word of encouragement from this influential observer is highly prized.

The principal communicates her or his perception of the student teacher's progress to the supervisor on a regular basis. Severe problems should be reported to the director of student teaching.

Often, student teachers will request formal written recommendations by the principal for the placement file.

CONCLUSION

The successful completion of a student teaching practicum is a rewarding experience for the master teacher, supervisor and principal as well as the student teacher. Clearly defined roles and responsibilities for all participants in the process facilitate success. The department of Education hopes that the contents of this handbook will be helpful in achieving that goal.

"I can't tell you what a relief it is to relax after a year of teaching!"

Used by permission of Ford Button and Phi Delta Kappan

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WHITWORTH COLLEGE
APPLICATION FOR STUDENT TEACHING

PLEASE TYPE

The information you provide will be used to help school personnel work out your assignment and to become better acquainted with you.

1. Name:_____ Telephone_____Present Date_____
2. Campus Address:_____ Home Address_____
   Zip
3. Any disability which would influence your placement:_____
4. Graduate of _____ High School, _____ 19_____
   (City and State)
5. Other colleges attended _____ Degrees and date _____
6. Previous field experiences in education (include T.A.): _____

   _____
7. In the activities listed below, check those in which you feel you could assist during Student Teaching: Chorus__Band__Orchestra__Piano__Debating__Dramatics__School Publications__School Publicity__P.E.__Varsity Sports__Other_____
8. Work Experiences:_____
9. Military Service:_____
10. Travel Experiences: _____
11. Work during Student Teaching_____
    (Kind of work and number of hours per week)
12. Expected completion date of certification requirements:_____
13. STUDENT TEACHING SEMESTER: FALL_____SPRING_____
14. SECONDARY: Senior High ____ Junior High ____ ELEMENTARY: 1 2 3 4 5 6

MAJOR		MINOR		EDUCATION	
COURSE TITLE	Hours	COURSE TITLE	Hours	COURSE TITLE	Hours

Appendix B

Mid-Way ___

Final ___

WHITWORTH COLLEGE

Student Teaching Progress Report

Student's Name _____ School _____
last first middle

Grade or Subject _____ Dates of Teaching _____

Supervising Teacher _____ College Supervisor _____

Rating Scale: 1 - Poor, 2 - Fair, 3 - Good, 4 - Very Good, 5 - Excellent

Personal Qualifications	Rating	Evidence of Major Strengths	Areas in Need of Improvement
Makes a professional appearance (grooming, dress, poise)			
Uses enthusiastic, well-modulated voice			
Has mental and physical health and energy			
Demonstrates responsibilty, dependability			
Demonstrates initiative, resourcefulness			
Professional Qualifications			
Knows subject matter			
Shows command of English, oral and written			
Accepts and uses suggestions			
Establishes rapport with students, regardless of social, economic, or cultural differences			
Works cooperatively with professional colleagues			

	Rating	Evidence of Major Strengths	Areas in Need of Improvement
Willing to accept professional responsibilities			
Works within professional channels			
Instructional Skill			
Accurately assesses student needs (emotional and Academic)			
Writes and uses daily and long-range objectives and plans			
Adjusts learning experience to individual needs, including social cultural-economic differences and exceptionality			
Selects and uses appropriate instructional methods and materials			
Evaluates learner achievement			
Uses a variety of questioning strategies in class discussions			
Groups learners appropriately for learning tasks (individually, small or large groups)			
Management and Discipline			
Establishes an attractive learning climate in the classroom (physical and social)			
Establishes clear parameters for classroom conduct and communicates these expectations			
Uses appropriate and varied discipline strategies with individuals, small or large groups			
Affirms self-esteem in students			
Maintains complete and accurate class records			

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ELEMENTARY

COOPERATING TEACHER AND STUDENT TEACHER GUIDELINES

The cooperating teacher plays many roles in the student teaching program--counselor, teacher of teachers, evaluator and colleague. It's a many-faceted experience. This sheet focuses on one specific concern cooperating teachers have, namely, "When should the student teacher assume responsibility in the classroom?" These guidelines should provide adequate suggestions which remain flexible enough to accomodate individual differences. Our program's flexible and we encourage diversity and adaptation relative to the unique experience and situations of each field experience. If you prefer other sequences, we'll be happy to cooperate.

Student teachers should start assuming some responsibilities as soon as possible. However, they should be given responsibilities only when you're convinced they're ready. Giving a student teacher total responsibility when he or she lacks the skills necessary for success may lead to problems. We don't subscribe to the "sink or swim" theory. We suggest that you study the list of competencies that your student teacher has completed in the block courses just prior to entering your classroom. This will give you an excellent picture of the student teacher's classroom preparation and practical experiences.

SAMPLE PLAN FOR AN ELEMENTARY STUDENT TEACHER

Week 1 - Familiarization with the school. Observe lessons. Begin working with individuals and small groups. Learn names.

Week 2 - Observe reading. Plan and teach a couple of reading lessons. Begin observing language arts program.

Week 3 - Begin assuming control of reading. Teach a couple of language arts lessons. Observe math.

Week 4 - Total control of the reading program. Assume responsibility for the language arts. Begin teaching math lessons.

Week 5 - Total responsibility for reading, language arts, math. Begin observing and teaching lessons in science and social studies.

Week 6 - Total responsibility for reading, language arts, math, science and social studies. Observe and teach lessons in P.E., art, music, etc.

Weeks
7-10 - Assume total program responsibility

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, e.g., where to park, eat lunch, which rest room teachers use, where to run dittos, location of books and supplies, etc. This introduction's usually handled by a building administrator

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General Suggestions (continued)

but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, focus the observation. "I want you to look for...." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher's teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together--have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher's not taking hold as you think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team and is as supportive of the student teacher as you are. S/he serves as facilitator, and a second source of evaluation for the student teacher, so please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However, it's your feedback that's going to be most important to the student teacher because you represent "the real world." Student teachers need praise when they deserve it, just as they need clear discussion and suggestion in areas they need to improve upon.

8. We believe that the longer a student teacher's able to operate as a full-time teacher, the better. As a rule of thumb, we like our students to have full responsibility for a minimum of three weeks.

9. The overall goal of Whitworth's Student Teaching Program is to provide a chance for the student teacher to observe, practice and, finally, to demonstrate the role of an effective classroom teacher. We've defined that role in four areas: personal qualifications, professional qualifications, instructional skill, and classroom management and discipline. The "Student Teaching Evaluation Report" gives examples in each area and is a helpful tool in both mid-way assessment and final evaluation.

Thank you for your interest in teacher training!

WHITWORTH COLLEGE

SECONDARY

COOPERATING TEACHER AND STUDENT TEACHER GUIDELINES

The cooperating teacher plays many roles in the student teaching program, all of them important. At one time or another you may serve as counselor, teacher of teachers, evaluator and colleague. It's a complex role. But the least of the complexities is the fact that for the student teachers, the student teaching experience is one of the most significant personal and professional experiences they've had thus far in their lives, regardless of their age. And at the same time, for the cooperating teacher, the student teacher's another responsibility added to an already full school day. This gap in what each has at stake in the experience can be reduced somewhat if you can remember your own student teaching and can empathize with the student teacher.

Partly because the cooperating teacher's role is so diverse, we're often asked, "What are Whitworth's expectations?" Hopefully, the following guidelines will give you an idea of the framework within which we work. At the same time, we want the guidelines to be flexible enough to accomodate individual situations. We encourage diversity and adaptation relative to each student teacher's situation.

Assignment: We recommend--

2 preparations in major field; 1 in minor; 1 prep period
3 different preparations maximum
3 different cooperating teachers maximum
full teaching responsibilities for 3 weeks minimum
full responsibility for at least 1 unit plan, from objectives through evaluation
optional observation during the last week (same school or others)

Sample Plan for a Secondary Student Teacher

Initial Phase (1-2 weeks) -- Familiarization with the school, its policies and procedures. Decide on schedule of classes to teach and observe; decide on an extra-curricular activity. Learn about curriculum and available materials for classes to be taught. Work with each cooperating teacher to decide on a schedule for assuming responsibilities. Observe cooperating teacher's teaching. Begin short term and long-term planning. Get acquainted with students and learn names. Assist teachers in classroom tasks. Begin teaching in one class.

Middle Phase (6-8 weeks) -- Pick up additional classes as soon as student is comfortable (stagger the starting dates). Assume maximum responsibility for at least three weeks. Participate in a mid-way evaluation with each cooperating teacher (use Student Teaching Evaluation Report as a basis for discussion).

Culminating Phase (1-2 weeks) -- Finish units. Finish paper work, enter grades, etc. Gradually return classes to the cooperating teachers. Have a last evaluative conference with each supervising teacher.

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, e.g., where to park, eat lunch, which rest room teachers use, where to run dittos, location of books and supplies, etc. This introduction's usually handled by a building administrator

General Suggestions (continued)

but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, focus the observation. "I want you to look for...." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher's teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together--have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher's not taking hold as you think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team and is as supportive of the student teacher as you are. S/he serves as facilitator, and a second source of evaluation for the student teacher, so please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However, it's your feedback that's going to be most important to the student teacher because you represent "the real world." Student teachers need praise when they deserve it, just as they need clear discussion and suggestion in areas they need to improve upon.

8. We believe that the longer a student teacher's able to operate as a full-time teacher, the better. As a rule of thumb, we like our students to have full responsibility for a minimum of three weeks.

9. The overall goal of Whitworth's Student Teaching Program is to provide a chance for the student teacher to observe, practice and, finally, to demonstrate the role of an effective classroom teacher. We've defined that role in four areas: Personal qualifications, professional qualifications, instructional skill, and classroom management and discipline. The "Student Teaching Evaluation Report" gives examples in each area and is a helpful tool in both mid-way assessment and final evaluation.

Thank you for your interest in teacher training!

WHITWORTH COLLEGE

Special Education Student Teaching

COOPERATING TEACHER AND STUDENT TEACHER GUIDELINES

The cooperating teacher plays many roles in the student teaching program - counselor, teacher of teachers, evaluator, and colleague. It's a many-faceted experience.

This sheet focuses on one specific concern cooperating teachers have, namely, "When should the student teacher assume responsibility in the classroom?" All of our students ready to do their Special Education student teaching experience have already completed 14 weeks of satisfactory student teaching in the regular classroom. Therefore, the guidelines listed below should provide adequate suggestions, but be flexible enough to accommodate individual differences.

The student teacher should start assuming some responsibilities as soon as possible, but only when you are convinced he or she is ready. Giving a student teacher total responsibility when he or she lacks the skills necessary for success may lead to problems. We suggest you discuss with your student teacher details of his or her regular classroom student teaching experience - where it was, at what grade level, and specific competencies he or she felt were acquired. Also, areas where possibly more skills are needed. This will give you a picture of the student's preparation and practical experience.

Sample Plan for a Special Education Teacher

Week 1 - Familiarization with the school and room. With master teacher, put together a tentative schedule for next 10 weeks. Observe lessons being taught. Read Individualized Education Plan (IEP) of each student (If in Resource Room). Learn names. Begin working with students individually or in small groups using materials prepared by Master Teacher. Meet with College Supervisor, explore any individual objectives specific to particular student.

Week 2 - Assist Master Teacher in planning work for individual students in compliance with IEP. Work with individual students.

Week 3 - Assist Master Teacher in planning work for all students who come to the Resource Room (utilizing IEP information). Visit regular classrooms of students to observe their functioning in that setting. Make notes of any suggestions you have for helping regular classroom teacher. Share suggestions with Master Special Ed. Teacher before discussing with regular teacher.

Week 4 - Be involved in planning and teaching lessons for all students. Sit in on any parent conferences possible. Sit in on building referral meetings as appropriate.

Week 5 - Plan special remediation ideas (games or activities) to meet needs of individual students. (Discuss with Master Teacher before using with students). Continue planning lessons and teaching as many of the students as possible, individually or in groups.

Week 6 - Plan evaluation procedures with Master Teacher to determine Student Teaching effectiveness of methods being used. Plan for, and work with, all students.

Week 7-10 - Assume total program responsibility with Master Teacher as observer, or with Master Teacher carrying out individual plans designed by Student Teacher. Master Teacher may be gone from classroom a large portion of last 3 weeks. Student Teacher to be in firm control of lessons and classroom behavior. Decide on a phase-out plan - (Week 10).

General Suggestions

1. During the first week, the student teacher needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, e.g., where to park, eat lunch, which rest room teachers use, where to run dittos, location of books and supplies, etc. This introduction is usually handled by a building administrator, but you may check to see if the student teacher has additional questions.

2. While the student teacher is observing at the beginning, focus the observation. "I want you to look for...." New student teachers may look without seeing; it helps to know what to look for.

3. Have the student teacher work with individual youngsters (help during lessons, one-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc).

4. It's suggested that the student teacher have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

5. Prior to the student teacher's teaching a lesson:
   a. have him or her observe you teaching the class
   b. discuss what you did
   c. plan a lesson together -- have the student teacher teach it
   d. have him or her plan and teach a lesson

6. It's important not to make too many assumptions regarding the student teacher's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You'll find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the student teacher is not taking hold as you think he or she should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be worked on and improved.

7. The college supervisor is the third member of your team and is as supportive of the student teacher as you are. He or she serves as facilitator, and a second source of evaluation for the student teacher, so please don't hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the ten weeks. However, <u>it's your feedback that's going to be most important to the student teacher</u> because you represent "the real world." Student teachers need praise when they deserve it, just as they need clear discussion and suggestion in areas they need to improve upon.

8. We believe that the longer a student teacher is able to operate as a full-time teacher, the better. As a rule of thumb, we like our students to have full responsibility for a minimum of three weeks.

9. The overall goal of Whitworth's Student Teaching Program is to provide a chance for the student teacher to observe, practice, and, finally, to demonstrate the role of an effective Special Education teacher. We've defined that role in four areas: personal qualifications, professional qualifications, instructional skill, and classroom management and discipline. The "Student Teaching Evaluation Report" gives examples in each area and is a helpful tool in both mid-way assessment and final evaluation.

Thank you for your interest in teacher training!

466-3229

TO: ALL COOPERATING TEACHERS

RE: LETTERS OF EVALUATION

Writing an evaluation at the end of the experience can be one of the most frustrating tasks involved in working with a student teacher. In an attempt to make this task easier, we've included some ideas which may help you. These suggestions come from school district personnel officers in terms of questions they hope will be answered in the evaluation.

Your goal in writing the evaluation is to be fair to both the student teacher and the future employer. Therefore, the best letters begin by describing objectively what the student teacher did. It's suggested that judgmental items are best included in a closing summary paragraph as in the following outline.

A. What was the setting for the student teaching experience?

   Examples: Name of school, city, socio-economic setting, grade level, or specific class assignments, special characteristics of the classes (was it a difficult class to work with in terms of discipline?). Was the assignment in a self-contained classroom, an open concept school, a team teaching situation? Were there extra-curricular involvements?

B. What methods, techniques, and instructional strategies did the student teacher use?

   Examples: What units did the student teacher plan and teach? What type of curriculum did s/he work with? Did s/he use lectures, demonstrations, small groups? How were individual differences met? Elementary people: please include a description of the reading program.

C. What are some of the most noticeable personal characteristics of the student teacher?

   Examples: Poise; confidence; outgoing or reserved; rapport with students, staff, and parents; dedication; enthusiasm; energy level; sense of humor; willingness to work; response to feedback; flexibility; involvement in the total school program.

D. In summary, what is your judgment of the student teacher? (Begin statements with "in my opinion" or "I believe that" so the reader can distinguish between description and judgment.)

Examples: What are the student teacher's major assests? What are his/her major deficiencies and how might they be corrected? (Avoid references to minor problems or isolated instances.) If you've had student teachers in the past, how does this one compare? Would you want this person on your staff or as a teacher of your own children?

Please write the recommendation while the student teacher's experience is fresh in your mind. Delays in mailing the letter to the Placement Office may delay the student teacher's job interviewing. If you need more space, put additional comments on a plain sheet of white typing paper.

The Washington State Attorney General has ruled that written recommendations from student teaching are first of all course work evaluations (similar to letter grades) and are therefore available to the student to read before they become part of the student's placement file. After that time, the student has access to the recommendation only if he or she has a non-confidential file. In the interest of good communication, we suggest you go over the main points of the recommendation with your student teacher before he or she leaves.

If you have any other questions about the letter of evaluation, please call the Placement Office at 466-3229.